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ABSTRACT

Project EFFECT is a program for implementing educational change that is currently being used by the St. Louis Board of Education. After initial inservice training, the faculty of a school develops a plan for improving the school program. Subsequent phases are outlined for the inclusion of parental advice, implementation of the program, and evaluation. In this interim report, the 10 objectives of the program are listed with their enabling activities and evaluative comments. Other sections of the report are a summary of the project's dissemination activities and a sample of its dissemination materials. (HMD)

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INTERIM EVALUATION REPORT
(July 1, 1972 - June 30, 1973)

Project for Greater Faculty Effectiveness
(Project EFFECT)

Project No. 35-71-17-1 Title III, ESEA

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Submitted by:
St. Louis Board of Education
St. Louis, Missouri

August 10, 1973

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C O N T E N T S

I Evaluation of Objectives

II Summary of Dissemination Efforts

III Samples of Dissemination Materials

PART I

EVALUATION OF OBJECTIVES

INTERIM EVALUATION REPORT

(1972-73)

Part One - Evaluation of Objectives

Objective 1: Inservice training will be conducted for district administrators and faculties of nine schools participating in their first year (72-73) of the Project, for the purpose of enabling participants to develop instructional improvement plans.

Activities 1: Inservice activities consisted of two major thrusts - a series of four general sessions for all nine first-year schools, and a program of individual school sessions.

General sessions were conducted during the fall semester 1972 for the purposes of introducing the process of systematic planning and to expose participants to alternative instructional approaches.

Individual school sessions were conducted by project staff and outside consultants. Project staff assumed responsibility for training participants in the skills of needs assessment, writing performance objectives, and developing an evaluation model, as well as acting as resource persons to faculties during faculty planning sessions. Outside consultants were provided through the project at the request of individual school staffs to meet locally determined needs.

A syllabus was developed by project staff and distributed to participants.

Evaluation: Data pertaining to the evaluation of Objective #1 consists of the following:

a) A syllabus consisting of the outline for the year's inservice components

b) Agenda/Programs for each of the four general inservice meetings

c) Record of individual school sessions

d) Summaries of responses by participants to usefulness of each general session

e) Record of attendance at general and individual school sessions.

Inservice activities for the nine new schools occurred as indicated in the activities section above. The shift toward more individual school sessions is apparent in that the average number of such meetings increased from an average of 17 per school (1971-72) to 30 (1972-73). It may be tentatively concluded that this approach is one factor which contributed to the development of more comprehensive school improvement plans. Such an approach was possible with the addition of a second coordinator, obtained under second year funding.

Objective 2: The faculty of each participating school will produce, by June 1973, a complete and detailed plan for improving their school program. (This plan will be implemented during the school's second year of participation (1973-74).

Activities 2: General and individual school workshops and worksessions were conducted for participating faculties (see Activities 1). Technical and logistical support was provided by the project in development of the school improvement plans. This support consisted of:

a) Dissemination of school achievement profiles, predicted achievement scores, and other statistical data;

b) exposure of participants to alternative instructional approaches through general workshops;

c) dissemination of a list of innovative sites for visitations;

d) provision of substitute teachers for schools wishing to release teachers for planning purposes or to make site visitations;

e) payment of stipends to teachers for after-school planning sessions and workshops;

f) providing consultants;

g) providing general assistance in interpreting data, identifying priorities, writing objectives, and developing instructional plans.

Evaluation : Each of the nine participating schools submitted a school improvement plan prior to June 30, 1973. Each plan was based upon needs identified by participants, indicated one or more performance objectives, identified a target group, contained a description of proposed activities to achieve objectives, and indicated a procedure for evaluating the success of the proposed changes.

As noted in working with the schools participating during the 1971-72 year, considerable variation existed with respect to individual school plans. Such variation, however, is to be expected and encouraged in a project of this type.

Objective 3: By June 1973, participants from each of the nine schools will include a plan for improving student achievement in at least one basic skills area (reading, language, arithmetic) as part of the overall improvement Plan.

Activities 3: (See Activities 2)

Evaluation : A content analysis of individual school improvement plans submitted to the project office indicated all schools identified one or more performance objectives to improve student achievement in at least one basic skills area.

All schools developed a plan to improve reading or other language arts skills. Six of the nine schools also developed a plan to improve math skills, while seven included a subplan designed to improve student performance in affective or other related areas.

Objective 4: During the first year of the project, individual faculty members will actively participate in the development of the plan for improving their school programs. Their participation will include identification of needs, setting objectives, determing programs, and establishing an evaluation model.

Activities 4: Faculties of participating schools attended inservice training sessions and met after school and on released time during the school day to develop school improvement plans. Specific work arrangements varied among the schools, said arrangements being determined by each faculty. Some schools requested substitutes to release teachers for planning sessions during the school day; others, because of local conditions, did not choose to turn over the on-going instructional program to substitutes, but met after-school in small group and large group sessions to accomplish their tasks. Faculties met for the purposes of analyzing needs and interpreting data,to share ideas, to attend training sessions, to develop programs and materials, and to write the school plan.

Evaluation : Records on file in the project office indicate participation by 88.2% of teachers involved in all nine schools. Individual school participation ranged from a low of 60.6% to total participation (100%) by two faculties. Other percentages of participation ranged from 80% to 90.5%.

Objective 5: The complete and detailed plan of program improvement for each school will include a specific plan for continued active participation by faculty members during the second year of the project, for evaluating program effectiveness and for determing program modifications.

Activities 5: Project Staff attempted to comply with this objective through efforts aimed at coordinating the development of individual school plans.

Evaluation : Analysis of each of the nine school improvement plans indicates six included, as part of their written plan, specific provisions for continued faculty participation during their implementation year. Implementation of the other three plans implies continued involvement of teachers in monitoring and revising instructional programs, but does not specify the frequency of meetings. Frequency of meetings among the schools which did specify range from weekly meetings to a "minimum of four during the year."

Objective 6: <u>During the first year of the project, parents will actively participate as an advisory group in the development of plans for improving school programs.</u>

Activities 6: The attempt to organize formal parent advisory committees was left to the discretion of individual participating schools. Input was secured from representative samples of parents in participating schools by means of the Battelle Needs Assessment Instrument. Results of this needs assessment were disseminated to the faculty of each school to be used by the faculty in development of School Improvement Plans. Additional input was obtained at local P.T.A. and district parent-congress meetings where parents and school representatives explored with members of the project staff the programs that were being designed at schools.

During the year, participating schools became more conscious of the need to obtain greater input by parents. Efforts to create greater parental awareness and obtain additional input took the form of letters and bulletins, parent workshops, small group meetings of parents and faculty, and open house programs.

Evaluation: Objective #6 was not achieved in total as originally stated. First year faculties generally displayed a reticence toward involving a group of parent representatives as formal advisors in the here-to-fore unfamiliar decision-making process. It is anticipated that as faculties become more familiar with the process and more secure in its application, each will identify and provide additional means and opportunities for parents to actively function in a more direct manner.

Parental support and involvement was sought in various ways by participating schools. The degree of support sought and received varied from school to school and is reflected in plans which include a sub-plan for continued parental support and involvement, and a school-wide plan based on direct parental involvement in accomplishing a performance objective. Some school plans provide for parental involvement, but initial contact with parents remain to be made at the start of the implementation year. In still other situations, the role of the parent is not clearly defined.

Objective 7: Schools participating in their second year of the project will, at the beginning of the year, begin to implement their School Improvement Plan.

Activities 7: Faculties of each of the nine second-year project schools implemented school improvement plans developed during their first year of participation in the 1972-73 school year. Modifications were made in some instances for reasons indicated in the evaluation section below, but each school did implement changes in their instructional programs.

Evaluation: Project staff and participating faculties monitored implementation activities throughout the year utilizing Implementation Check Lists, on file in the project office. Most activities planned were implemented during the year, although modifications of original plans were made where such modifications were deemed necessary.

Factors preventing implementation of all proposed activities included personnel changes (four of the nine schools had changes in administrators, and several schools had significant changes in teaching personnel), unavailability of required personnel, reorganization within schools caused by unanticipated pupil mobility, delay in arrival of required materials, new fire regulations, etc.

The effects of a month long work stoppage by public school teachers on implementation efforts cannot be accurately assessed. It is hypothesized, however, that the work stoppage affected attitudes of some teachers and should be considered a factor which may have impeded implementation efforts in specific situations.

Objective 8: In-service workshops and planning sessions will be held for the school staffs involved in implementing innovative programs.

Activities 8: Schools in their second year of project participation conducted individual school inservice meetings and work sessions, based upon local needs. Project staff met with faculties of second year schools to assist in orienting new personnel and to provide input relative to the implementation of school improvement plans and the resolution of implementation problems. Meetings were held to evaluate effectiveness of program plans in all schools. Outside consultants conducted workshops for individual schools based upon local needs.

Evaluation: Documentation on file in the project office indicates that participating second year schools conducted an average of 11 workshops and/or planning sessions during 1972-73. This average figure represents the number of meetings for which direct project support was requested and received (requests for consultants, payment of stipends, provision of substitutes). It does not include regular faculty meetings held at individual schools during which project concerns were included on the regular agenda and for which the project did not provide direct support in the form of funding.

Objective 9: The staffs of schools participating in year two of the project will, at the end of the year, evaluate their school program according to the evaluation model stated in the School Improvement Plan.

Activities 9: School staffs, with the assistance of project personnel, analyzed test scores to determine the extent to which stated objectives were achieved. From information received from schools, project coordinators compiled evaluation reports pertaining to each objective

Evaluation: Implementation Evaluation Forms for each of the nine participating second year schools are on file in the project office. These forms include evaluations for each objective stated in the school improvement plan, and indicate the discrepancy (if any) between the objective and the test results, as well as an attempt to identify the factors impeding the achievement of an objective.

Faculties will include information derived from these evaluation efforts as one basis for developing modified school improvement plans during the third year.

Objective 10: During the second year of the project, parent representatives will continue to participate in an advisory capacity, providing feedback about the program changes implemented under the School Improvement Plan.

Activities 10: Again, the extent of parental involvement was left to the individual school's perception of its own readiness and of the readiness of its community. Based upon parental responses to previously administered questionnaires, most parents in most schools perceived program planning as the responsibility and function of the professional staff.

Individual schools conducted meetings with representative parents to try to increase parental involvement. All schools recognize the need to develop programs which systematically include more input by parents.

Parents in some schools provided increased support and expressed greater interest in the school's functioning than previously, as indicated by fund-raising activities to enable the purchase of additional materials and by exhibiting more support for parent organization activities.

Evaluation: Five of the nine second year schools made direct efforts to increase the extent of parental involvement and support. In two of the remaining four schools, changes in administrators resulted in less than complete implementation of all planned activities.

Evaluation: Information related to the first four categories was compiled during the summer and early fall of 1972 and disseminated in the fall in the form of the Information Bank Report. This report contained the following components: (1) the demographic characteristics of a school attendance area including racial composition, age factors, housing factors, and crowding factors; (2) a profile of achievement in grades 4 - 8 based on the May 1972 ITBS test results; (3) a profile of teacher satisfaction based on scores obtained on the ten scales of the Purdue Teacher Opinionnaire (PTO); and (4) a profile of students based on scores obtained on the five scales of the SM Student Survey (SMSS). Both the PTO and SMSS were administered in September 1972, and the results were disseminated in October.

The Battelle Survey of Educational Needs was administered to administrator, teacher, student (high school only), and parent groups within each school attendance area in October. The data was analyzed by the Battelle Memorial Institute and the subsequent report was disseminated to representatives of the participating schools in January 1973. This report served as another source of information for school staffs in assessing the educational needs of their schools.

A final report, Predicted Achievement Profiles, was prepared and sent to the schools at various times during the school year. The information in this report included a projection of expected levels of achievement to May 1973 in the areas of vocabulary, reading comprehension, language, and arithmetic. Projected achievement scores were derived from a mathematical model of achievement as a function of aptitude and social context factors. The report was used variously to define academic needs, to delineate reasonable behavioral objectives, and to evaluate outcomes of instruction.

PART II

SUMMARY OF DISSEMINATION EFFORTS

PART II

Summary of Dissemination Efforts (1972-1973)

Dissemination activities for Year Two of the project included the following:

1. Newsletters - Newsletters were prepared by project coordinators and submitted to all participants as well as to administrators at all levels within the school system. The purposes of the newsletters were to promote awareness among participants of activities occurring in other project schools and to maintain communication.
2. Informational Meetings - Meetings intended to disseminate information concerning project activities to a wider audience of parents were scheduled throughout the year with a number of parent organizations. Project staff made formal presentations at four of the district parent congress meetings, which involved representatives of approximately fifty schools. A presentation explaining the project was given for the faculty of one high school not participating in the project, but which had expressed interest in project activities. Project staff hosted a site visit by a graduate fellow from Ohio State University who had arranged the visit through the superintendent.
3. News Releases - Activities of schools participating in the project were featured in the November 1972 issue of School and Home, the publication of the school system, which is published monthly to inform parents and others in the community about the operation of the St. Louis Schools. Additional items concerning the project appeared in the September '72 and May '73 issues of the same publication.

PART III

SAMPLES OF DISSEMINATION MATERIALS

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THE EFFECTOR

Vol. II. No.1 Oct. 197

Project EFFECT Serves Eighteen Schools During Second Year

Project EFFECT is beginning its second year of service in six St. Louis Schools and in three parochial schools this September. Faculties of Blow Middle, Monroe, Mt. Pleasant, Walnut Park, McKinley High, King High, Bishop Healy, and St. Louis Cathedral worked last year to identify needs of their pupils and to develop school improvement plans that would direct efforts toward solutions of problems that had been identified.

Each staff is to be commended for a job well done, for the plans reflect hard work, commitment, and a high level of thinking as evidenced by the identification of specific performance objectives based on assessed needs, the adoption of new approaches and activities, and the development of evaluation models to guide and determine the effectiveness of efforts.

Nine new schools are entering the folds of Project EFFECT this school year. Faculties at Chouteau, Cupples, Grant, Mallinckrodt, Walbridge, Northwest High, Sumner High, DeAndreis High and River Roads Lutheran are now in the process of defining common problems and goals as their initial step in planning for educational change.

GRANT SCHOOL PARENTS MEET

On September 21, Mr. Harlan E. Lewis, director of Project EFFECT, informed the Grant School P.T.A. of Project EFFECT's purposes, functions, and responsibilities in assisting school communities to bring about change.

GETTING TO KNOW YOU ....

"Getting to Know You" appeared to be the theme as faculties from Chouteau, Cupples, Grant, Mallinckrodt, River Roads Lutheran, Walbridge, DeAndreis, Northwest, and Sumner schools met at Harris Teachers College on Saturday, September 23, to consider plans for their first year of participation in Project EFFECT.

Following a general league meeting in the auditorium at which details of the project activities were explained by Project EFFECT staff, school faculties met in small groups to share and examine opinions, beliefs, and values related to the education of today's youth. Through staff interaction, faculties of the newly participating schools explored the purposes of education and moved toward the identification and attainment of group goals.

SUPERINTENDENT MEETS WITH DEVELOPING SCHOOL PRINCIPALS

Mr. Clyde C. Miller, Superintendent of Schools, joined with the principals of the nine developing Project Effect schools and members of the project staff on August 30 at the Curriculum Services Building to emphasize the need for carefully planned, purposeful and effective change in educational endeavors through which educators seek to meet the needs and interests of today's youth.

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THIS COULD BE THE START

OF SOMETHING NEW

Planned and orderly change is occurring this semester as schools begin the second year with Project EFFECT by implementing their school improvement plans. The Blow Middle School faculty has scheduled an "exploratory period" each day for seventh and eighth grade pupils during which youngsters pursue studies related to topics of their own choosing.

One group of Blow School students is concentrating efforts while emphasizing a study of the basic skill areas to prove that good attitudes and hard work will result in large social and academic gains.

Mt. Pleasant School faculty and students are utilizing corridor and room space as they move to multi-age grouping in reading and arithmetic, interest and resource centers, and mini-courses designed to appeal to the interests of pupils.

King High School has organized by "clusters" or mini-schools in which homogeneous groups will be taught basic skills through the use of texts and learning packets.

Bishop Healy School is implementing a non-graded academic program which is organized in a series of levels to meet the needs of individual pupils.

McKinley High School is moving to a quadmester course schedule to provide greater program flexibility and more student options.

Gundlach School has undertaken a non-graded co-operative (team) teaching approach in order to keep abreast of new knowledge in all subject areas and to best meet the cognitive and affective needs of students.

Walnut Park School has undertaken a modified open-classroom approach with a focus on child-centered learning through interest centers.

Cathedral School is individualizing reading instruction for students in the middle grades. Pupils work independently or in pupil teams and participate in teacher-pupil conferences bi-weekly.

NEEDS ASSESSMENT TO BE CONDUCTED

Arrangements are currently being finalized for administration of the Batelle Needs Assessment Instrument to selected samples of individuals who comprise the educational community of participating Project EFFECT schools. Appropriate forms will be administered to teachers, administrators, parents, and older students in each of the nine schools new to the project to obtain a sampling of educational needs as perceived by each sub group. Additionally, opinions of younger students will be obtained through administration of a questionnaire to be developed by Project EFFECT evaluators.

Information obtained through the administration of these instruments will be compiled and reported to each school to assist faculties in identifying highest priority needs. Development of a school improvement plan to meet high priority needs depends upon a clear identification of those needs. Information obtained by the Batelle instruments should provide valuable assistance to faculties as they undertake program development.

Administration of the opinionnaires will begin around mid-October. Specific schedules and further details will be given to each school through building principals and liaison representatives.

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Substitute Teacher Corps Established

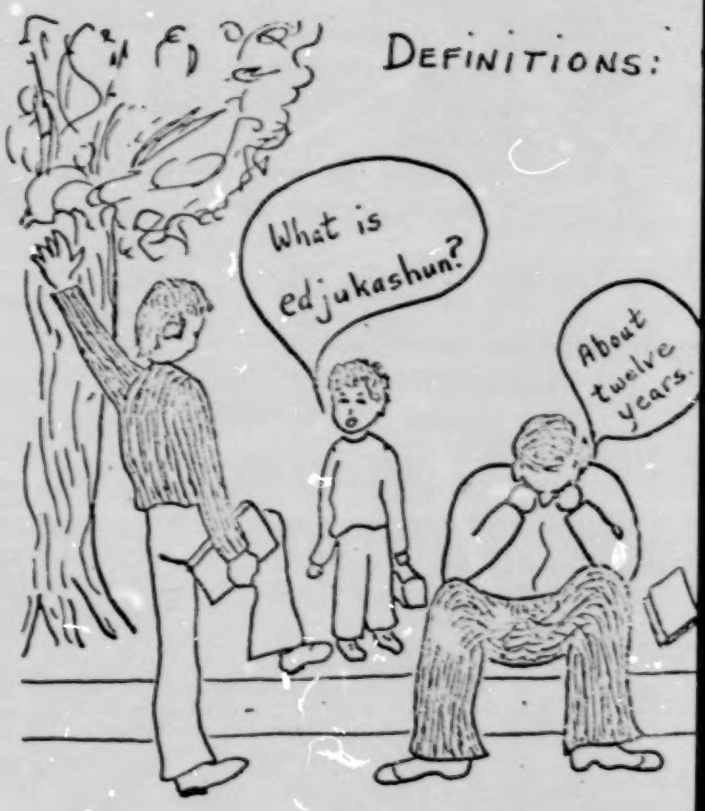
Twenty junior and senior students from Harris Teachers College have been selected by the Project EFFECT Staff to serve in schools participating in Project EFFECT activities. These students will be available one or more days each week to serve in classrooms of public school teachers who elect to participate in project-related activities during the regular school day.

On Friday, September 15, this corps of substitute teachers reported to the college to participate in a training session developed by Project EFFECT Staff. Topics for discussion included the following: considerations in dress and grooming, suggestions for planning and preparing for the school day, factors in establishing and maintaining control, and directions for taking attendance, determining the lunch count, and administering the vocabulary program to pupils in grades four, five, and six.

The principal of a participating school can obtain the services of these substitute teachers by contacting the Instruction Department, Office of Personnel.

LEARNING TO READ THROUGH EXPERIENCE

How do language experiences affect a child's reading ability? Can a child with limited language experiences learn to read? What do we mean when we refer to limited language experiences? Can language experiences be typed and categorized? Do language experiences range from simple to complex? Do the skills that are developed through these experiences range from simple to complex? Can the skills required for reading be identified? Can these skills be taught? Must skills be taught in sequence? Must all skills be taught? Can some skills be acquired through experiences? What kinds of experiences should teachers provide for children?



The above questions should be considered by every teacher of reading. The answers will indicate one's philosophy regarding the teaching of reading. What should be taught? Why? How should we teach children to read?

Doris M. Lee and R. V. Allen give some excellent thoughts and suggestions that deal with these questions in their book, Learning to Read Through Experience (paperback, 146 pages). Included by the authors is a detailed description of effective teaching methods as well as activities for individual and group activities. You may find, as you browse through the book, that one idea will initiate many others as you apply it in your classroom with your pupils.

If you would like to borrow a copy of this book call the Project EFFECT office, 865-4550, Ext. 38, or visit your favorite professional library.

Harlan E. Lewis, Director
Doris Reece, Coordinator
Maxine Schumacher, Coordinator
Robert DeBlauw, Evaluator

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EFFECTOR

Volume II Issue 2

PROJECT EFFECT....ON THE MOVE.....

December 1972

HUMANIZE EDUCATION

Children need to be themselves, to live with other children and with grownups, to learn from their environment, to enjoy the present, to get ready for the future, to create and to love, to learn to face adversity, to behave responsibly, in a word, to be human beings.

A Report of the Central Adv. Council for Ed. (England)'67

HAPPINESS IS....

Visiting the second year implementing schools:

Mt. Pleasant
Gundlach
Blow Middle
Monroe
Walnut Park
Martin Luther King
McKinley High
St. Louis Cathedral
Bishop Healy

Savannah Miller joining the Project EFFECT staff

[illegible], Father E. Poelker and Larry Wheelis, team of educators from the State Department of Education, visiting the Project EFFECT schools on October 3, 1972 -

[illegible] Eilenstine, psychologist, Kirkwood School District, conducting a "Talk In" (Communication Skills) workshop for the Chouteau School Faculty

[illegible] talent show sponsored by the Gundlach School on October 29 at the Turner Middle School -

[illegible] generated at the October 23 In-service on Organizational Patterns presented by Fred Lennart, Don Morrison, Vinnie Warner, and Henry Givens, members of the Associates Consulting Team.

HATS OFF TO....

Eloise Fay, Curriculum Supervisor, and Ed Eilenstine, psychologist, Kirkwood School District, for the interesting and effective "rap" sessions held with a number of Northwest, DeAndreis, and Sumner High School faculty members. Areas of concern were:

1. Effective Communication - The "In" Place
2. Changing Role of the Teacher - The "Now" Teacher

SYSTEMATIC PROCEDURE FOR EFFECTING CHANGE

The most important step in Program Design is that of describing the present situation. It is difficult to set sail for tomorrow without a knowledge of today. The future is built on yesterday, today and the anticipated needs of tomorrow.

1. Describe present situation
2. Does a need for change exist?
3. Describe the need
4. Are they any problems?
5. Describe the problems
6. Is change desired?
7. Describe the "goal"
8. Can it be reached?
9. Describe objectives
10. Can change be documented?
11. Describe operational plan
12. Can plan be controlled?
13. Describe controls (monitory)
14. Can plan be evaluated?
15. Describe the evaluation plan

Taken From: Guiding Your Thinking To Effect Change
P.P.A Program Design
Holy Cross College

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Nov. 6 Principals of the Walbridge, Sumner Northwest, DeAndreis, Cupples, River Roads, Mallinckrodt, Chouteau and Grant Schools met with Project EFFECT staff at Work Study High School.

Nov. 11 In-Service Program, Harris Teachers College. Thanks to: Mary Waggoner, McKinley; Morris Ziskind, McKinley; Pat James, Riddick; Max Schwarz, Webster College; Ed Eilenstine, Kirkwood School District; Martin Temple, McCluer High; Illona Dickson, Hamilton Branch #3; Bob Spencer, Creative Education, New City School, for serving as resource people.

Nov. 16 The liaison representatives, Gerald DeClue, Walbridge; Catherine Cole, Grant; Calvin Verseman, River Roads; Alex Rangel, Northwest; Dorothy Matlock, Sumner; Vi Miller, Mallinckrodt; Eloise Griffin, Cupples; Barbara Farabee, (alternate) Chouteau met with the EFFECT staff to discuss plans for the coming months.

Nov. 17 Curriculum Specialists Audrey Scott, Margaret Piper, Ruth Mueller, Special District; Helen Herminghaus, Cleveland Southwest; Ida Simms, Irma Johnson, Beaumont-Sumner; Delester Young and Esther Aschmeyer, McKinley-Roosevelt; chatted informally with Project EFFECT staff in an effort to keep the lines of communication open.

Nov. 20 McGraw Hill representative, Bob Hudson, discussed with the Walbridge staff the Comprehensive Test of Basic Skills Program. Sounds exciting...Diagnostic and prescriptive.

Dec. 9 In-Service Program held at Harris Teachers College. Smorgasbord offerings:

1. Building The Self-Concept
2. Individualizing Instruction
3. Games & Gimmicks
4. Handling Disruptive Behavior
5. Quadmester Scheduling
6. Mini Courses
7. Team Teaching - Flexible Scheduling
8. Use of Media

1. Classroom organization
2. Objectives written
3. Mastery of essential teaching techniques
4. Motivating students
5. Provisions for individual differences
6. Student participation in learning activities
7. Encouragement of student leadership and initiative
8. Instructional aids and materials
9. Practicing democratic processes
10. Student self-evaluation
11. Teacher evaluation of student progress
12. Enrichment centers
13. Sensitivity to interpersonal relationship
14. Professional growth
15. Happiness

SUGGESTED READING

1. Teaching In a Non-Grades School, Lee L. Smith
2. The Conditions of Learning Robert Gagne
3. Arithmetic Enrichment for Elementary School Children Joseph Crescimbeni
4. Reading Skills Bernard Kingsly
5. Fourteen Remedial Reading Methods Thaddeus M. Trela
6. The Faculty Team Gerald Moeller & David Mahan
7. How to Organize and Teach Units of Work in Elementary and Secondary Schools
8. Disruption in Urban Public Secondary Schools 1970 - National Association of of Secondary School Principals

HAPPY HOLIDAYS

Project EFFECT Staff

Harlan Lewis - Director
Doris Reece - Coordinator
Maxine Schumacher - Coordinator
Bob DeBlauw - Evaluator
Savannah Miller - Evaluator
Thelma Boggiano - Secretary

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Volume IV, No. 3 April 1973

PLANNING AND IMPLEMENTATION OF NEW PROGRAMS CONTINUES

The faculties at nine schools are presently planning new programs for the 1973-1974 school year with the assistance of Project EFFECT resources. In their planning year are Chouteau, Eapples, Grant, Hallinckrodt, Walbridge, and three Roads Lutheran elementary schools. High schools that are presently developing programs are Northeast, Sumner, and DeAndreis.

Teachers have been working together on released time during the school day, after school, or on Saturdays to establish goals, assess needs, and develop school improvement plans for the benefit of their students. By the end of the spring semester, plans will have been completed. The fun is yet to come as implementation begins in September.

Faculties of Blow Middle, Gundlach, Monroe, Shepard, Soldan Park, McKinley High, King High, Roosevelt, and St. Louis Cathedral are also developing school improvement plans and will be able to evaluate the results next year.

* * * *

LARRY WHEELES VISITS SCHOOLS

On April 5, Mr. Larry Wheeles, supervisor from the State Department of Education, visited Walbridge elementary schools and the high school department at Sumner High School where he met with teachers who are planning and/or implementing programs for next year. The dedicated efforts, hard work, and enthusiasm of teachers, administrators, and students were evident as the programs were described and discussed. Programs are being planned and put into operation in schools.

NEWS 'N NOTES

McKinley High School

Parents were invited to visit McKinley during Parent Visitation Week (March 25-30). Teachers manned the information desk six periods a day for five days while students helped to supervise the nursery each period. The Student Council provided guides for parents so that they might tour the building and sit in on any class. Teachers taught their classes in the usual manner.

Many parents expressed pleasure and delight in having been invited and felt they had a better view of the school program. McKinley does not have an active parent organization in the school and this was another step in the right direction in an effort to attract parental interest and involvement.

Cathedral School

A Teacher Effectiveness Workshop is being held at Cathedral where 100% of the faculty is participating. The teachers meet every Monday after school for three hours. The focus - teacher behavior in the classroom. Very interesting sessions are being led by Sister Christin Bertels.

Walbridge School

Walbridge is piloting a 4th grade team teaching program. Teachers are delighted, students enthusiastic.

Sumner High School

The English department has developed and

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four-week mini-course program to supplement regular course offerings. Students [illegible] among the following: "The Novel in Fiction and Non-Fiction"; "Man's Search for Utopia"; "Multi-Media"; "Taking Up the Dead Blade"; "Great Romantic Literature"; "The American West"; "Greek Mythology." Result... enthusiasm galore on the part of students and teachers. Congratulations!

Bishop Beely

Teachers at Bishop Beely are striving to increase communication between school and home through home visitations and parent meetings at school. Parent Effectiveness Training techniques are being offered.

* * * *

KUDOS TO THE LIAISON REPRESENTATIVES

The Project EFFECT staff would like to take this opportunity to extend many, many thanks to the liaison representatives in the eighteen participating schools for the assistance and cooperation that each has offered throughout the year. The liaison representative fills a vital role in facilitating communication among all sectors of the educational community and the Project staff.

We send a bouquet of thanks to the following:

- Blow
- Chamberlain
- Cupples
- Grant
- Goodrich
- Mallinckrodt
- Monroe
- Mt. Pleasant
- Walbridge
- Walnut Park
- Wellston
- Northwest
- King
- Sumner
- Beely
- DeAndreis
- River Fronds
- Cathedral

LIAISON REPRESENTATIVES MEET

Liaison representatives from schools participating in Project EFFECT met on Thursday, April 19, at the Curriculum Services Building to share ideas and discuss various experiences of their school faculties since entering the program.

The perceptions and suggestions of these liaison representatives were extremely helpful to the Project EFFECT staff.

* * * *

PROJECT EFFECT STAFF MEETS WITH PARENTS

On Thursday, March 22, members of the Project EFFECT staff met with representatives of Roosevelt Parent Congress and District personnel to present the goals and describe the activities of Project EFFECT. The presentation was followed by a question-answer period. The thoughtful questions of parent representatives and principals in attendance indicated an interest in collaborative decision-making within individual schools.

* * * *

EVALUATION CONTINUES

Project EFFECT evaluators are once again requesting the help of faculties in Project EFFECT schools, as data is collected, to assess the "state of the project". Your assistance is invaluable and is deeply appreciated.

PROJECT EFFECT STAFF

Harlan E. Lewis - Director
Doris Reece - Coordinator
Maxine Schumacher - Coordinator
Robert A. DeBlauw - Evaluator
Savannah Miller - Evaluator
Thelma Boggiano - Secretary

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THE EFFECTOR

lume II. No. 4 June 1973

FAREWELL TO THE YEAR THAT WAS ...GREAT

STRICT PERSONNEL **** PARENT CONGRESS

presentatives of the Sumner Parent Congress met the Gundlach School on Friday, April 27, 1973. e parents, in a general assembly meeting were ven a brief description of Project EFFECT and ewed slides telling its story. Room visitaons followed. Gundlach School is in its cond year with Project EFFECT and is impleting an exciting program. Improving comnications and planning with teachers, ncipals, parents and students, set the tone r an innovative instructional program. Mr. rles Gooden, Assistant District Superindent and Mrs. Agnes Davis, Supervising cher accompanied the group.

****

ring the month of April, the Project Staff Dr. Gerald Moeller, Assistant Superindent, Planning and Program Development, met h personnel from the Cleveland-Southwest, inley-Roosevelt, Beaumont-Sumner, and thwest-Soldan Districts in separate inmal meetings to share ideas and concerns ative to Project EFFECT'S activities.

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presentatives from Project EFFECT staff were ited to address the Northwest Parent Conss at their May meeting. The receptive enthusiastic audience consisted of dist personnel, principals, parent conss members, interested parents and comity people.

WORKSHOPS WORKSHOPS

WORKSHOPS

The Walbridge School faculty has participated in several interesting and informative workshops in the area of Learning Disabilities. Capable resource people conducting sessions were:

1. Mrs. Wallette Lynch - Harris Teachers College
2. Dr. Mildred Buck - Clinical Psychologist-St. Louis Public Schools
3. Dr. Carol Willman - Harris Teachers College

****

CHOUTEAU met at Harris Teachers College on May 5 to make instructional materials to be used during the next school year as they launch their new program. Mrs. Broad, Harris Teachers College's Librarian assisted the primary teachers in laminating materials.

****

GUNDLACH primary teachers met on Saturday, April 14, to critique the instructional program presently operating and to make additional instructional materials while sharing ideas on grouping patterns, methodology, and curricular content.

6th, 7th, and 8th Grade Teachers met on May 31, at Harris Teachers College to evaluate the past year and preplan for the 73-74 School Year.

Many thanks to all connected with Harris for their many accomodations.

SECOND YEAR SCHOOLS

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Mount Pleasant, Monroe, Gundlach, Blow, Walnut Park, Cathedral, Bishop Healy, McKinley and King High are in the process of recording and interpreting test data as a starting point for reassessing, recyclying and modifying their programs for the coming school year.

FIRST YEAR SCHOOLS

Chouteau - The faculty has "put together" a gamut of activities into a unique program to be implemented in September. The school's stated objectives focused on reading and math and gave direction to an improved instructional program plan.

Mallinckrodt - Plans are being finalized. Exciting!!!! A math resource center for primary students; mini-courses taught by parents, teachers and community people; an innovative skill improvement program for middle and upper grades.

Northwest - The School Improvement Plan is being completed. The new program offers additional options to students and provides for the students an opportunity to become more responsible for their learning.

River Roads - The 73-74 school year moves toward individualizing instruction. Interesting activities are planned as they work toward raising the reading and math achievement scores.

Cupples - An exciting reading program is being planned to aid primary students reading below grade level. Students will be assigned to a reading center on a rotating basis. A multi-media approach will be used; learning styles identified and individualized instruction will take place. Team teaching will be the "name of the game" for primary and middle grade teachers. The upper grade teachers are writing mini-courses in reading, language, and math.

Grant - Parents, teachers and students are involved in a number of activities at Grant designed to increase student achievement in the basic skills area, promote better work habits, and improve

Grant-cont. - study skills and increase communication.

Walbridge - The faculty, administrators and student representatives are looking back over their "pilot program," making necessary changes, and looking forward to a rewarding 73-74 school year.

DeAndreis - Students are looking forward to the communication (Rap) sessions being planned by D.A. teachers and the individualized approach to reading for underachievers.

Sumner - The teachers in the English Department are putting the final touches on the Mini-courses designed and piloted this year before expanding the course offerings which will be available to students next fall.

PROJECT EFFECT TEAM.....

Do you feel comfortable with the process being used for change?

Do you understand the roles, relationships and responsibilities of the administrator, teachers, students, parents?

Did you collect appropriate data, interpret data, identify needs, constraints, and prioritize?

Can you write objectives...performance and behavioral?

Have you examined alternatives?

Was a written plan produced designating objectives, target population, program description evaluation design?

SECOND YEAR SCHOOLS

Have you implemented the changed program?

Are you preparing to reassess and recycle

IF NOT!..Call your Coordinator quickly...

WELCOME

Project EFFECT extends a warm welcome to Mrs. Anna Trapasso, who recently joined the staff as secretary. Anna was previously assigned to the Work Study High School before joining the project.

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LAST DAY

By Reese Danley Kilgo

The last bell rang.
The building filled with shouts and cheers
And emptied soon. Yet one still sat.
He looked at me, and I could see in that
thin face
An awful realization no other child had
known:
The year was gone.

I knew, but I was older. I could bear
The lost and sickish feeling of farewell
From simple familiarity with it.
I went back to where he sat;
I said there will be other years.
I said that I would write him letters in
the summer.
Somehow he knew, this child who had never
had a letter in his life,
That warm words are always somehow cold
on paper,
And never take the place of being close.

Slowly he gathered up his books.
Walking toward the door, he looked around
the room.
What did he see? What had this been to
him?
I knew, and yet I could not know
It was the end - of a year.

"Second" Thoughts

Project EFFECT'S second year of operation comes to an end officially on June 30. This year has been one characterized by a great deal of activity.

Most of the schools in their second year of participation implemented changes in their instructional programs. For these schools, Year II saw the implementation of mini-course, individualized instructional activities, teaming, and modifications in scheduling, all designed to improve the quality of education that pupils attending these schools receive. Unforseen delays and problems arose as implementation efforts began, yet it is to the credit of these staffs that obstacles were met head-on and ways sought to overcome the obstacles or to modify the original plan.

Schools in their first year of participation found Year II to be a year of in-service training and program planning. Project-wide workshops were conducted during the first semester, with a number of schools availing themselves of the opportunity, provided by Project funds, for planning their own inservice programs intended to meet specific needs and/or interests. Information provided by project evaluators was disseminated to participating schools to assist faculties in developing improvement plans. After-school and released-time planning sessions were conducted in first year schools to enable teachers to come together to develop plans, both with the assistance of project coordinators and independently. Two of the first-year schools piloted program innovations during the spring to try out new ideas before incorporating them fully into their school improvement plans.

The recapping of the activities referred to above is not an attempt to include all of the significant activities engaged in by project participants. These few are mentioned to illustrate the following point - wherever "success" has occurred, it is unmistakably primarily due to the efforts of the participants, themselves. State slightly differently, where a successful program has been instituted, such a program is not properly a "Project EFFECT Program," but the "(Blank) School's Instructional Improvement Program, " and therefore is a reflection upon the professionalism and commitment of the staff of that school.

With this point in mind, the Project staff gratefully thanks the many participants who have contributed so significantly towards making the "successes" possible. May we wish all of you an enjoyable summer. We look forward to working with you again in the fall.

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SAINT LOUIS PUBLIC SCHOOLS

OFFICE OF
THE SUPERINTENDENT OF SCHOOLS

October 18, 1972

Mr. Harlan E. Lewis, Director
Project EFFECT
1517 S. Theresa Avenue
St. Louis, Missouri 63104

Dear Mr. Lewis:

Thank you for accepting our invitation to speak at the next Superintendent's Task Force Meeting on Monday, October 30, 1972 at 9:30 a.m. at the Work-Study High School.

As I indicated to you on the telephone, we are presently investigating inservice education in the St. Louis System. Since you have done so much with inservice education in your project we are pleased to have you join us.

Sincerely,

Mary Beth LaMear

MARY BETH LAMEAR
Secretary
Superintendent's Task Force

ML:cfl

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1422 Mississippi Ave.
St. Louis, Mo. 63104

January 4, 1973

Mr. Harlan E. Lewis
Director, Project Effect
1517 S. Theresa Ave.
St. Louis, Missouri

Dear Mr. Lewis:

At the request of several parents the McKinley District Parent Congress invited Mrs. Doris Reece, of your staff, to participate as a resource person in a small group discussion at our October 1972 meeting. The specific topic for our discussion was "Teacher Effectiveness." The response from the parents in that group was extremely enthusiastic, especially for Mrs. Reece's presentation of "Project Effect." (And, in fact, I enclose a copy of this letter in hopes that you would want to add it to what I hope is a large file of complimentary notes on Mrs. Reece. Her sensitivity to, and tolerance for, the many points of view which our parents expressed were rare qualities which gained her the respect and trust of a very diverse group. The tardiness of this letter, for which I am very sorry, should in no way detract from our gratitude to Mrs. Reece for her excellent presentation.)

Recently I have received requests to present a longer program on teacher effectiveness for the entire Parent Congress (including the school principals of the McKinley District as well as the parents). I have also become more aware of the need for further explanation of Project Effect to a wider audience since I have discovered gaps in understanding even among some administrators within our school system.

For these reasons, I wonder if I might talk with you about the possibility of devoting an entire meeting to Project Effect, and the general topic of teacher effectiveness. I would like to call you soon, and I hope that we might discuss this further.

Sincerely yours,

Carol Streiff

Carol Streiff
President, McKinley District
Congress of Parents

encl.

cc: Mrs. Doris Reece

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ROOSEVELT DISTRICT CONGRESS OF PARENTS

1517 South Theresa
St. Louis, Missouri

March 13, 1973

TO ALL DELEGATES OF THE CONGRESS OF PARENTS OF THE ROOSEVELT DISTRICT:

The next regular meeting of the Roosevelt Congress of Parents will be on Thursday, March 22, 1973, at 7:30 p.m. at the Shenandoah School, 3412 Shenandoah Avenue.

Mr. Harlan Lewis, Director; Mrs. Maxine Shumacher, Program Coordinator; Mr. Robert DeBlauw, Project Evaluator; and Dr. Savannah Miller, Project Evaluator of Project EFFECT (Project for Greater Faculty Effectiveness) will be the guest speakers for the evening.

We urge all delegates and principals to be present.

Sincerely,

Henry Grich, Jr., President
Roosevelt Congress of Parents

BUS LINES: Tower Grove No. 21, off at Shenandoah (2300 S), walk 2 blocks west; Grand No. 70, off at Shenandoah, walk 2 blocks east.

PARKING IN SCHOOL YARD---enter on Tennessee side.

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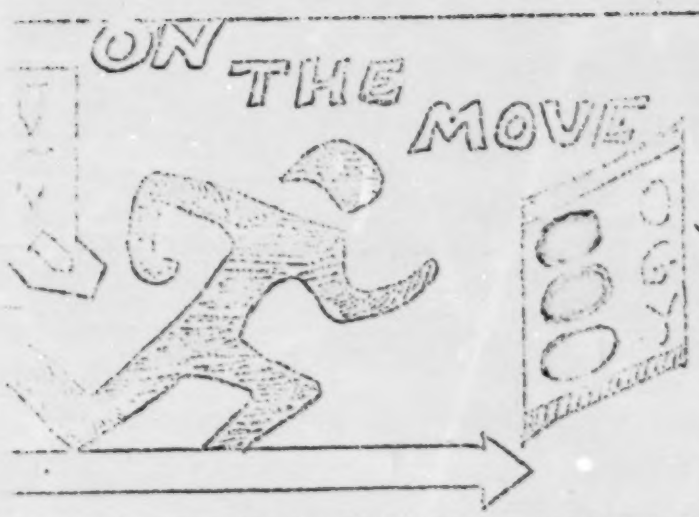

PARENT CONGRESS
SCHEDULE OF ACTIVITIES
10:00 A.M. - 12:00 P.M.
FRIDAY APRIL 27, 1973

GUNDLACH SCHOOL

10:00 - 10:25 A.M.

- REGISTRATION • COFFEE AND INFORMAL INTERACTION
- SEATINGS • MR. CHESTER A. HODGES, Principal
- OBJECT EFFECT IN ACTION • MRS. DORIS REESE, Coordinator
- VIDEO CAMERA • MR. JAMES STRUCHOLD, Asst. Administrator

PROCEDURE

	GROUP C		GROUP Y
119 UPPER UNGRADED	117 GRADE 2	KINDERGARTEN	111
116 GRADE 2	115 PRIMARY	OFFICE	114 GRADE 1
	GROUP C		GROUP Y
	CORRIDOR		
4	3		2
			GRADE 3

SCHOOL AND HOME

eptember, 1972

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INFORMING
ST. LOUISANS
ABOUT THEIR
PUBLIC SCHOOLS

The new superintendent:

The new superintendent of schools, Clyde C. Miller, doesn't just want to change the schools, he wants to institutionalize change.

While emphasizing that the St. Louis Public School System is basically sound, he wants the entire system to re-examine itself, its priorities and set objectives, thereby creating a climate which will support the kind of change that evolves out of a child's learning needs.

"We want to develop a process where a school faculty can sit down, have the courage and conviction to look at itself and change what needs changing. This will establish a climate which will result in constant change based on the needs of the students — a climate which will support and encourage the child-oriented teacher and emphasize the learning process rather than teaching," he states, adding, "If you study kids and how they learn, positive change will result. It's an evolution of process."

Mr. Miller believes that schools should resist change for change's sake. Too often this results in an educational innovation becoming institutionalized, and, in the end, fitting the students to the innovation.

"The public has a right to ask — are the schools doing their job?" he states emphatically. "Therefore, we plan to look at ourselves and examine how we are using our resources to meet our objective of creating literate students who can read and write. Many times it seems that the schools have been called upon to do too many things. We need to re-examine goals and priorities."

Project EFFECT, Mr. Miller points out, is a prototype for the type of staff development which he plans to initiate on a school-wide basis this year.

All in all, the new superintendent promises a very interesting school year.

(See page 2, The beginning of super-

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Same School Same Books Same Curriculum
Ques: So why is this school different ?
Ans: Project Effect

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The school building is the same – old, wornout. The textbooks and supplies are the same. The curriculum is the same. But educationally the school is different – a boiling pot of new ideas and activities.

In this Project Effect school the teachers are not isolated units in self-contained classrooms. They are a team which has spent a year looking at their resources, strengths and weaknesses, working out objectives and deciding what to change to create the most effective learning situation for their students.

The process involved in arriving at these changes is called Project Effect, the Project for Greater Faculty Effectiveness. Presently it's in full swing in nine schools which ave been operating for two years in the program and another nine which are in the first year planning stage.

Although the project is funded by federal Title III funds through 1974, school administrators are so impressed with its success that they intend to make Project Effect a prototype for the entire school system, as funds become available. Change from within, they reason, is valid and lasting.

It does cost money – not a great deal -- but the project's success does not hinge on funds. It rests solely on the attitudes and inventiveness of the teachers. The Project Effect staff headed by Harlan Lewis with Mrs. Doris Reece, Mrs. Maxine Schumacher and Robert DeBlauw, shows teachers how to go about planning and arranges the necessary supportive services. The project is intended to be on-going.

The primary goal is the improvement of pupil performance. To do this the staff of each school identifies needs, establishes priorities, sets operational objectives, describes activities necessary to attain the objectives and plans an evaluation procedure to measure their success.

The teachers conduct a needs assessment, selecting those problems they could solve and discarding those, such as lack of space, which they cannot solve. Problems are analyzed according to urgency, ease of attainment, probability of achieving success and availability of resources. (See descriptions under pictures for specific details of each school's plan.) Generally, faculties plan one year and implement the program the next.

Complete inservice activities tailored to the teachers' needs are provided, as well as release time for teachers to visit innovative projects and other schools. Experts are brought in to talk about educational innovations in which the staff is interested.

What happens after the staff develops a plan of action? Depending upon the amount of participation by the teachers, entire schools can come alive. At Walnut Park, for instance, the school is overcrowded, but the teachers wanted to incorporate open classroom ideas, so they used every available space, cloak rooms, lunch rooms, halls.

"Essentially we're returning the school to the teachers – saying 'you change what needs changing, do what's necessary to implement the change.' This gives teachers direct responsibility, opens up lines of communication and creates an atmosphere where teachers are constantly examining what they're doing. It's lasting because the change is not dictated by the Project staff or administrators. It's change dictated by the people who must implement it. In this way Project Effect is one of the most comprehensive federal programs we have," Mr. Lewis comments.

Schools with two years in the program are Blow Middle, Gundlach, Monroe, Mt. Pleasant, Walnut Park, McKinley High School and King High School.

Schools in the planning stage this year are Chouteau, Cupples, Grant, Mallinckrodt, Walbridge, Northwest High School, the Sumner English Department. In addition, four parochial schools participate.

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Schools Make Headway Against Heavy Odds

"Children of St. Louis in the 1970s live in stress, victims of the forces at work in a city desperately fighting its own decline. . .for many young St. Louisans, childhood holds out just one bright hope: their schools." This statement is taken from a new publication, **ESEA Federal Aid to Education Helps Children Learn - A Report to St. Louisans, by the Office of Planning and Program Development.**

The six-page booklet graphically explains the problems of the public schools as the population in St. Louis shifted from one in which 30 per cent of the children were poor in 1965 to one in which the number of poor children had increased to 60 per cent in 1971.

In spite of the problems of poverty, crime, unemployment, and blighted, abandoned communities, the children in the St. Louis Public Schools have been getting a good education. Proof of this is shown by the fact that eighth graders score in the 53rd percentile on standardized achievement tests and nearly half of the high school graduates continue into college or trade school training.

One reason for this, according to the report, is the Elementary and Secondary Education Act (ESEA) passed by Congress in 1965, which provides federal funds for educational programs in poverty areas.

Among the federal programs described in the report are:

Work Study High School – a high school which integrates vocational training, part-time employment and academic subjects into the required curriculum for high school graduation.

[illegible] High School – is an alternative for students with special motivational, or disciplinary problems who cannot adjust to the demands and expectations of the regular high school.

Project PLAN – a computer managed learning program using data processing to analyze individual students' abilities and needs, and to provide appropriate programs of study to meet these needs.

Project STAY – a dropout prevention program which sponsors seven different programs including community involvement, work study, guidance and counseling, continuing education for pregnant girls and many after-school activities.

Project TREND – the program which is responsible for coordinating any research, special studies, training or planning that may be needed in order for the ESEA programs to fully meet the needs of the students they serve.

Project EFFECT – a staff development program aimed at helping school staffs assess the needs of their particular school and design programs to meet those needs.